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ABSTRACT

This report examines the legal responsibility of the California Community Colleges (CCC) toward handicapped individuals as specified in federal and state legislation. The report first reviews the salient features of Section 504 of the Rehabilitation Act of 1973, including an examination of the legal definition of "handicapped individual" and short answers to questions concerning: the coverage of employees, as well as students, under the law; the "reasonable accommodations" institutions must make for the handicapped; the extent to which college programs must be accessible to the handicapped; the elimination of architectural barriers; curricular adjustments that must be made for handicapped students; and the provision of separate sections under the law for higher education institutions. This legislative summary also includes an outline of the actions required of institutions under the law. After examining the history of state efforts to provide the CCC with incentives for handicapped education, the report outlines state administrative regulations governing the staffing, funding, and evaluation of community college programs and services for the handicapped. The report concludes with a discussion of state guidelines concerning: handicapped students' rights to program participation, criteria for identifying handicapped students, and cost reimbursements. Appendixes enumerate Title 5 regulations and Individual Education Plan Requirements and provide cost reporting forms. (JP)

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HANDICAPPED PROGRAMS
CALIFORNIA COMMUNITY COLLEGES

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Dr. Richard Charles
ACCCA Conference
Monday, March 9, 1981

JC 810 178

INTRODUCTION

As a part of the Rehabilitation Act of 1973, Congress enacted Section 504 which provides that

> *"No otherwise handicapped individual in the United States, as defined in Section 7(6), shall solely by reason of his handicap, be excluded from the participation in, be denied the benefits of, or be subject to discrimination under any program or activity receiving Federal financial assistance."*

Every recipient of Federal financial assistance must comply with these regulations. An institution is asked to comply with these regulations, as well as Title IX and, in many ways, they are closely paralleled.

A handicapped person is defined in Section 84:3 of Section 504 as one who

> *". . . (1) has a physical or mental impairment which substantially limits one or more major life activities, (2) has a record of such impairment, or (3) is regarded as having such an impairment."*

A person disadvantaged by environment, culture or economics would not be classified as handicapped. The regulations require that institutions make reasonable accommodation for the handicapped. The following are a series of reasonable questions and answers coming out of the regulations.

1. Do the regulations cover employees as well as students?

   Yes.

2. How can handicapped persons be employed to perform normal tasks?

   The regulations require that schools and colleges make "reasonable accommodations" to the known physical or mental limitations of handicapped applicants or employees unless the recipient can demonstrate that the accommodations would impose an undue hardship on the operation of its program.

3. What does "reasonable accommodations" mean?

   Making facilities used by employees readily accessible to and usable by handicapped persons and job restructuring, part-time or modified work schedules, acquisition or modification of equipment of devices, the provision of readers or interpreters, and similar actions.

4. Must all programs of an institution be accessible to handicapped students?

   Yes, "when viewed in its entirety" all programs operated by a recipient must be accessible to handicapped persons.

5. What does it mean to say "when viewed in its entirety"?

Because many existing facilities are not now accessible to handicapped persons, classes and services may be rescheduled or moved to accessible buildings. However, priority must be given to providing programs and services in the most integrated setting. The emphasis of the regulations throughout is to "mainstream" handicapped persons.

6. How soon must program accessibility be achieved?

Program accessibility must be achieved <u>within sixty days</u> unless structural changes to existing facilities are necessary. If structural changes are required, they must be made <u>within three years</u>, but as expeditiously as possible.

7. What about the accessibility of new buildings?

All buildings which are constructed after the effective date of these regulations must be readily accessible to handicapped persons. Standards for making buildings accessible can be obtained from the American National Standards Institute, Inc., and all new construction must conform to these guidelines.

8. What about alterations to existing facilities?

Alterations that affect the usability of the facility shall to the maximum extent feasible, be altered so that the altered portion is readily accessible and usable by handicapped persons.

9. Are there separate requirements for preschool, elementary and secondary schools?

Yes. Subpart D contains specific regulations for preschools, elementary and secondary schools and includes sections pertaining to Free Appropriate Public Education, Educational Setting, Evaluation and Placement, Nonacademic Services, Procedural Safeguards, Preschool and Adult Education Programs and Private Education Programs.

10. Do the regulations recognize programs developed in accordance with the Education of the Handicapped Act?

Yes, such programs are a means of meeting the standards established under the "Appropriate Education" section applicable to public elementary and secondary schools.

11. Are there also separate sections pertaining to higher education?

Yes. Subpart E applies specifically to post secondary education and covers Admissions and Recruiting, Treatment of Students, Academic Adjustments, Housing, Financial Aid and Employment Assistance, and Nonacademic Services. These sections read much like Title IX regulations.

12. What sorts of academic adjustments do the regulations require?

The regulations do not intend any weakening of academic standards but would require, for instance, that a blind student be able to substitute a music appreciation course for an art appreciation course or visa versa for a deaf student.

The following is a summary of specific actions required of institutions.

1. *Programs must be accessible to handicapped students. (Section 84.22(d)).*

2. *Make an initial notice that the institution does not discriminate on the basis of handicap. (Section 84.8(a)).*

3. *Have developed a "transition plan" outlining structural changes necessary to achieve program accessibility. (Section 84.22(d)).*

4. *Complete a self-evaluation similar to Title IX.**

5. *Complete structural changes necessary to achieve program accessibility. (Section 84.22(d)).*

**Records of the self-evaluation must be maintained for a period of three years from the date of completion of the study. These records must be open to public inspection and made available to the Director of OCR upon request. (Section 84.6(c)(2).*

CALIFORNIA COMMUNITY COLLEGE COMPLIANCE AND FUNDING

An initial incentive to the colleges to undertake the education of the handicapped came from the Vocational Education Act of 1968, as amended (PL 90-516). The act provides that 10% of all part B entitlement funds received by the colleges be used in support of education for the handicapped. However, a 1969-70 study disclosed that many colleges were returning these funds, unused, to the state, and that in fact only several colleges had implemented formal programs for the handicapped.

Subsequently, a program of inservice training for college personnel was funded under the Education Professions Development Act (EPDA). Statewide conferences and workshops were conducted for three consecutive years beginning with the 1971-72 school year. Participating college personnel became aware of the needs of the handicapped and were training to improve upon those skills necessary to meet those needs. Additionally, during the first project year, a resource manual was developed to assist college personnel.

Additional financial incentives were later realized. Through the efforts of the Chancellor's Office, special education apportionment funds were made available to the colleges. These funds were of help although they were limited to use for persons under 21 years of age. Since the average college student age is more nearly 25-26 years, this was a severe limitation. Then AB 1246 (1974) was enacted to provide financial support for students 21 years of age and over. These were excess cost funds and limited in use to the physically handicapped.

The Department of Rehabilitation began early working with the colleges, assisting in the statewide inservice training projects, providing funds for barrier removal, coordinating the educational needs of their clients with the colleges, and providing student financial support.

While these major funding sources, along with other sources, were of great value to students, it became a complex maze of funding sources and criteria that still lacked the viability necessary to enable the colleges to truly provide comprehensive services and programs for the handicapped. In 1976 AB 77 (Lanterman) was enacted (statutes of 1976, Chapter 276 - June) to bring together one major funding source to meet the needs of all students with physical, communication, and learning handicaps. Regulations to implement this act were adopted on February 25, 1977. It is based upon the special needs of the handicapped and those governing regulations for which these guidelines were prepared.

PURPOSE OF SERVICES AND PROGRAMS FOR THE HANDICAPPED

The overriding goal of Handicapped Student Programs and Services (HSP&S) in the California Community Colleges, is to integrate the student into the mainstream of the college community and eventually help facilitate maximum growth, employment, and self-sufficiency within the student.

TITLE 5 ADMINISTRATIVE REGULATIONS

1.0 *The program for the handicapped is a statewide program coordinated by the College Chancellor's Office.*

56048 *(1) One or more State Specialists shall be employed by the Chancellor's Office to effect statewide coordination and facilitate services and programs for the students with exceptional needs.*

56008 *Faculty and staff from the districts with competencies in specific areas may be requested by the Chancellor's Office to assist in management and other tasks.*

56040 *Allocation is the total amount avaliable in a fiscal year for all Community College Districts and the State in accordance with the formula specified in Section 17303.*

6(b) of the Education Code.

1.0.5. *The Chancellor's Office will advise the colleges prior to each school year regarding the total amount available for allocation during that coming school year.*

56088 *Applications exceeding state allocation.*

1.1 *Each college/district must develop a plan for the administration of their program for the handicapped. Responsible administrators and specialists should be designated and other resource personnel identified.*

56048(a) *A District Coordinator and a College Specialist should be designated to coordinate activities for the handicapped.*

56036 *Cooperative agreements or agreements among community colleges or districts and other agencies or organizations for sharing equipment, facilities, staff and other resources in order to provide services, is encouraged.*

56008 *State, regional, and federal cooperation.*

56038 *Advocacy is activity directed toward establishing equal educational opportunity for students with exceptional needs.*

56056 *Each college or district that receives direct excess cost funds shall establish an advisory committee.*

56058 *Inclusion of planning for supportive services and programs for students with exceptional needs in the community college district Master Plan.*

1.2 *Regulations: Colleges must be in compliance with Title 5 regulations.*

56065 *A college comprehensive plan shall be submitted on or before May 1 of each year.*

56062 *Each college/district shall submit to the Chancellor's Office on forms to be provided, enrollment data, projected expenditures, income for supportive services and programs (CCC-SS-1 & 2, etc.)*

56066 *Each college/district shall submit an evaluation of its total program for the fiscal year to the Chancellor's Office, as well as information regarding the utilization of direct excess cost funds.*

1.2.2 *The California Community College Administrative Code, Title 5, Chapter I, Part VI, regulations as adapted by the California Community Colleges Board of Governors on February 25th, 1977). The appendices include in more detail, further Title 5 regulations and compliance items.*

STUDENT PARTICIPATION

Participation by a student in any supportive service or program shall not preclude participation in any other service or program which will be offered by the college. Participation in any other aspect of the special education program shall be voluntary. Each community college district shall employ reasonable means of informing the general college population as to the availability of services and programs. The law mandates that students shall not continue participation beyond the time such services and programs are required to meet the educational needs of the individual.

Students added under Section 56006 are guaranteed freedom of choice, equal access to all activities and courses offered by the colleges, the right to privacy, right to review personal information maintained by the college or district.

Under the law, no program or course shall be denied a student without due consideration of the student's potential and ability and the additional consideration of the adaptive or sensory aides or other supportive services or programs.

The right to participate in the supportive services and programs provided for handicapped students under Chapter 2.1, is dependent upon certain eligibility criteria being met. Section 56016 defines the handicapped student, Section 56018 defines the severely disabled person, and Section 56019 sets up the system for professional verification of disability (i.e. physical disability, communication disability, and learning disability).

Assessment of the student's educational competency and needs shall be made by the appropriately certified, licensed, or credentialed special instructor/s in conjunction with the student, other appropriate college staff, and professional from the community. (Please review Individual Education Plan requirements in appendices.)

IDENTIFICATION

The most basic step toward providing supportive services and programs for students is to appropriately diagnose and assess the handicapped student's needs. Identification involves a systematic process of identifying handicapped students. It involves making a determination regarding those students in need of supportive services and programs. It includes utilization of institutional staff and resources in the most effective manner possible.

When engaging in identification, it is important to remember that students must not be forced to participate and colleges/districts are required to make a maximum effort to provide opportunities for involvement.

BUDGET

District excess costs are categorical expenditures by community college districts as defined in Section 56026 and are expenses incurred as a result of meeting exceptional needs of students. They include

---*Special Facilities Costs*
---*Special Educational Material Costs*
---*Educational Assistance Costs*
---*Mobility Assistance Costs*
---*Transportation Costs*
---*Program Developmental Services Costs*

The regulations provide for an apportionment to assist the colleges in recovering their excess costs incurred for services to the handicapped. The expenses incurred may be for supportive services and programs required to permit students to participate in regular college classes, activities, and programs. They may also be incurred for state approved special classes and programs.

According to Chapter 6.2 a college/district may calculate costs for the categories listed in Section 56026 for the following expenditure items.

1000 *Certificated Personnel (Contract and Hourly)*

2000 *Classified Personnel (Contract and Hourly)*

3000 *Employee Benefits*

4000 *Books, Supplies, and Equipment Replacement*

5000 *Other Operating Expenditures*

6000 *Capital Outlay (More detailed definition of expenditure items can be found in the appendices)*

The excess cost figure as a dollar amount is based on many factors. Section 56010 allows up to $785 for each student served, and Section 56018 provides up to $1,570 per severely disabled student served. However, disability groupings receive different allocations depending upon a yearly weighting factor worked out by professionals in the field and staff of the Chancellor's Office.

Direct excess cost funds for special classes or programs shall be approved only after regular average daily attendance (ADA) generated in those special classes has been completely utilized. The average daily attendance generated by students in a special class or program must be expended for that class or program to help pay for the direct costs incurred for lowered instructor-student ratios or other support services. It is important to have documentation to back up all claims.

APPENDICES

A. Additional Title 5 Regulations

B. Individual Education Plan Requirements (IEP)

C. CCC-SS-1/326, CCC-SS-2

REGULATIONS

56002 *Support services and programs shall not be provided if or when they are not facilitating measurable progress.*

56002 *All activities and services available to the regular college community shall be available to students with disabilities commensurate with their specific needs.*

56002 *The college, in concert with the student, shall determine that support services in regular classes are not adequate to meet the particular student's needs.*

56004 *Participation by a student in any supportive services or programs shall not preclude participation in any other service or program which may be offered by the college.*

56004 *Participation in any aspect of the supportive services and programs shall be voluntary.*

56004 *Each Community College district shall employ reasonable means of informing the general college population as to the availability of supportive services and programs.*

56004 *The student shall not continue participation in services or programs beyond the time when such services and programs are required to meet the educational needs of the individual.*

56006 *No program or course shall be denied a student without due consideration of the student's potential and abilities and the additional assistance provided by adaptive or sensory aides or other supportive services or programs.*

56010 *Direct excess cost funds for special classes or programs shall be approved only after regular average daily attendance (ADA) generated in these special classes has been completely utilized.*

56019 *A professionally verified physical, communication or learning disability shall mean a handicapping condition as documented by a certified or licensed physician, psychologist, audiologist, speech pathologist or other appropriate professional. The documentation must identify the disability, describe the degree and progressional factor, and describe the limiting effects of the disability. The records must be available to the appropriate community college upon request, but need not be maintained at such college.*

56048
1) *Assessment of the student's educational competency and needs shall be made by the specialist which is appropriate for the services being provided.*
2) *The following positions shall be established: District Coordinator; College Specialist.*
3) *If Instructional Specialist(s) are employed they shall be credentialed instructors.*
4) *If support staff are employed they shall be under the supervision of persons certificated.*

56064 *Each college shall develop a plan for relevant and effective in-service training.*

56056 *Each college or district shall establish an advisory committee.*

56058 *The Community College District Master Plan shall include planning for supportive services and programs for handicapped students.*

56060
1) *Assessment of the student's educational competency and needs shall be made by the special instructor(s).*
2) *If requested by the student, all prescriptive, individualized plans shall be reviewed and amended as needed each semester or quarter.*
3) *Each individual educational plan should specifically include:*
   a) *Assessment tools.*
   b) *Description of the courses, programs or activities in which the student will be engaged.*
   c) *Recommendations for instructional materials and equipment.*
   d) *Description of monitoring devices or procedures which assess competency.*
   e) *Evidence of measurable improvement at the conclusion of each semester.*

56062 *Each college shall submit to the Chancellor's Office, on forms to be provided, enrollment data, projected expenditures, income for supportive services and programs (CCC-SS-1, May and October).*

56064 *A college comprehensive plan shall be submitted on or before May 1st of each year.*

56066
1) *Each college shall submit an evaluation of its total program for the fiscal year to the Chancellor's Office and to the Director of Rehabilitation.*
2) *Each Community College district utilizing direct excess cost funds shall participate in a statewide evaluation.*

56084 *Districts must certify that reasonable efforts have been made to secure federal or local funds.*

1.2.3 *The Rehabilitation Act of 1973, PL 93-112, Section 504.*
No otherwise qualified handicapped individual in the United States, as defined in Section 7 (6), shall, solely by reason of his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.

1.2.4 *Assembly Concurrent Resolution #201.*
This ACR was filed with the Secretary of State, September 13th, 1976. It states, in part: "Resolved by the Assembly of the State of California, the Senate thereof concurring, that - the Board of Governors of the California Community Colleges are hereby requested to prepare a plan that will provide for addressing and overcoming, by 1980, the under-representation of handicapped students in the makeup of the student bodies - and to submit such plan to the California Post-secondary Education Committee on or before July 1st, 1977."

1.2.5 *The Fair Employment Practice Act, Chapter 121, Part 4.5, Division 2, Labor Code.*

Section 1411 states, "It is hereby declared as the public policy of this state that it is necessary to protect and sefeguard the right and opportunity of all persons to seek, obtain, and hold employment without discrimination or abridgement on account of race, religious creed, color, national origin, ancestry, physical handicap, medical condition, or sex."

1.2.6 *Architectural Barriers.*

A new Part E was added to Title VII of the Higher Education Amendments of 1976. Part E authorizes grants and loans to institutions of higher education to:

1) *Economize on use of energy.*
2) *Bring facilities into conformance with the Architectural Barriers Act of 1968 (making facilities accessible to the handicapped).*
3) *Bring facilities into conformance with health, safety, and environmental protection requirements mandated by Federal, State and local law. HEW (Health, Education and Welfare) Secretary Joseph Califano signed the 504 regulations which mandate the removal of architectural barriers on all college and university campuses receiving federal funds. The directive states that the removal of these barriers is to be accomplished within three years.*

56060. PROGRAM PLACEMENT AND INDIVIDUALIZED EDUCATIONAL PLANNING

(a) *Assessment of the student's educational competency and needs shall be made by the appropriately certified, licensed or credentialed special instructor(s) in conjunction with the student, other appropriate college staff, and professional persons from the community or other agencies that are working with the student.*

If requested by the student, all prescriptive, individualized plans shall be reviewed and amended as needed each semester or quarter by designated specialists, certified, licensed or credentialed in the areas of physical, communication and learning disability, and after consultation with all appropriate professional persons working with the student.

(b) *Each individual educational plan should specifically include:*

(1) The academic and career assessment tools, if any, utilized to identify the competency level of the student upon enrollment.

(2) A claar description of the courses, programs or activities the student will now engage in to improve academic or career competency.

(3) Functional recommendations for the use of appropriate instructional materials and equipment.

(4) A clear description of monitoring devices or procedures which assess improvement of competency based on the education program design being implemented.

(5) Evidence of measurable improvement at the conclusion of each semester in which the student is enrolled.

(c) *Academic and career assessment is not a prerequisite to the delivery of supportive services such as parking, equipment loan, transportation or mobility assistance.*

District Code

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CALIFORNIA COMMUNITY COLLEGES
1238 "S" Street
Sacramento, California 95814

HANDICAPPED STUDENT PROGRAMS AND SERVICES
DIRECT EXCESS COST REPORT

District_____ Date:_____

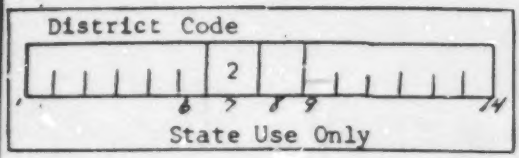
HANDICAPPED STUDENT SERVICES

Student Data 1

Disability		Number of Students (Includes Severe)	
		Provided Full Services	Provided Limited Services
I. Physical (A+B+C)	1		
A. Mobility	2		
B. Visual	3		
C. Other Health	4		
	5		
II. Communications (A+B)	5		
A. Hearing	6		
B. Speech	7		
III. Learning Disabled (A+B)	8		
A. Average	9		
B. Limited	10		
IV. TOTAL (I+II+III)	11		

Student Data 2

Severely Disabled		Number of Students (Included in Student Data 1)	
		Provided Full Services	Provided Limited Services
I. Physical (A+B+C)	12		
A. Mobility	13		
B. Visual	14		
C. Other Health	15		
II. Communications (A+B)	16		
A. Hearing	17		
B. Speech	18		
III. Learning Disabled (A+B)	19		
A. Average	20		
B. Limited	21		
IV. TOTAL (I+II+III)	22		



Total Costs - Services

	Object of Expenditure Categories						TOTAL SERVICES COSTS
	1000	2000	3000	4000	5000	6000	
Special Facilities 1	0	0	0				
Special Education Material 2	0	0	0				
Special Education Assistance 3				0		0	
Mobility Assistance 4							
Transportation 5	0						
Program Developmental Services 6						0	
TOTAL SERVICES COSTS 7							

1000 -- Certificated salaries

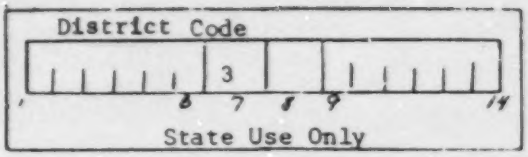
2000 -- Classified salaries

3000 -- Benefits

4000 -- Books, supplies, equipment replacement

5000 -- Contracted services and other expenses

6000 -- Capital outlay



TOTAL COSTS--INSTRUCTION (For all special classes)

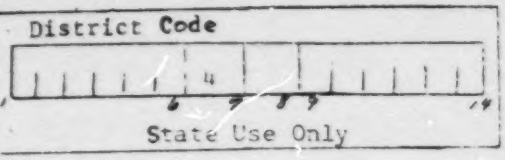
	Object of Expenditure Categories						TOTAL INSTRUCT. COSTS
	1000	2000	3000	4000	5000	6000	
Special Facilities 12							
Special Education Material 13							
Special Education Assistance 14							
Mobility Assistance 15							
Transportation 16							
Program Developmental Services 17							
TOTAL INSTRUCT. COSTS 18							

ADA (Special classes only)

Summary of Total ADA (Itemized on Worksheet A)

Class Designation		Credit	Non-Credit
I. Physical (A+B+C)	1		
A. Mobility	2		
B. Visual	3		
C. Other Health	4		
II. Communications(A+B)	5		
A. Hearing	6		
B. Speech	7		
III. Learning Disabled(A+B)	8		
A. Average	9		
B. Limited	10		
IV. TOTAL	11		

District Code



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Program Income (excluding Handicapped Student Programs & Services allocation and district/college effort)

Income Source		Amount
VEA	1	
State Grant	2	
Federal Grant	3	
Local Grant	4	
Other (specify)	5	
TOTAL (enter here and on line 3, page 5)	6	

Other (itemize):

_____ $ _____

_____ $ _____

_____ $ _____

_____ $ _____

_____ $ _____

_____ $ _____

_____ $ _____

Total $ _____ (to be entered on line 5 above)

District/College Effort -- Special Class ADA x College/District Effort

7. _____ (ADA (from Worksheet A)) X $_____ (College effort per unit of ADA*) = $_____ (Total District/College Effort (enter here and line 4, page 5))

*It is recommended that districts use their AB 8 1979-80 fiscal year revenue, less applicable capital outlay and lease agreement assistance per unit of ADA less an appropriate indirect rate. Please submit documentation for indirect rate utilized.

District Code

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DIRECT EXCESS COSTS SUMMARY

I. Total Cost -- Services (from page 2, line 7) 1$ _____

II. Total Cost -- Instruction (from page 3, line 18) 2$ _____

III. Program Income (from p. 4 line 6) 3$ _____

IV. District/College Effort (from page 4, line 7 or II above, whichever is less) 4$ _____

V. Total Direct Excess Costs (I+II-III-IV) 5$ _____

	Object of Expenditure Categories						TOTAL DIRECT EXCESS COSTS
	1000	2000	3000	4000	5000	6000	
Special Facilities 6	0	0	0				
Special Education Material 7	0	0	0				
Special Education Assistance 8				0		0	
Mobility Assistance 9							
Transportation 10	0						
Program Developmental Services 11						0	
TOTAL DIRECT EXCESS COSTS 12							

I certify that the information provided on this form is in accordance with Education Code Section 84850 and California Administrative Code, Title 5, and the Expenditure Guidelines included in the Instruction portion of this form.

_____ _____

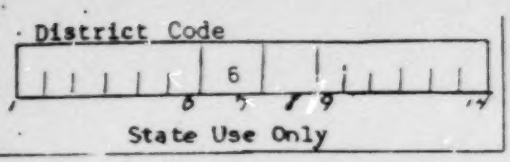
District Business Manager Program Administrator

_____ _____

Date Date

CSS-SS-1/CCAF-326

District Code



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TOTAL PROGRAM LINE ITEM BUDGET

I.	**Certificated Salaries**		
A.	Classroom Teacher Contract	1	$
B.	Classroom Teacher Hourly	2	
C.	Non-Classroom Contract	3	
D.	Non-Classroom Hourly	4	
E.	Other (specify)_____	5	
F.	Other (specify)_____	6	
	Total Certificated Salaries	7	$
II.	**Classified Salaries**		
A.	Classified Contract	8	$
B.	Classified Hourly	9	
C.	Instructional Aides	10	
D.	Other (specify)_____	11	
E.	Other (specify)_____	12	
F.	Other (specify)_____	13	
	Total Classified Salaries	14	$
III.	**Employee Benefits**	15	$
IV.	**Books, Supplies, and Equipment Replacement**		
A.	Books	16	$
B.	Supplies	17	
C.	Equipment Replacement	18	
	Total Books, Etc. Replacement	19	$
V.	**Other Operating Expenses**		
A.	Transportation Contracts	20	$
B.	Consultants	21	
C.	Telephone	22	
D.	Equipment Repair	23	
E.	Mileage	24	
F.	Conference & Travel	25	
G.	Other (specify)_____	26	
H.	Other (specify)_____	27	
I.	Other (specify)_____	28	
J.	Other (specify)_____	29	
	Total Other Operating Expenses	30	$
VI.	**Capital Outlay**		
A.	Equipment	31	$
B.	Building Modification	32	
C.	Other (specify)_____	33	
D.	Other (specify)_____	34	
	Total Capital Outlay	35	$
VII.	**TOTAL BUDGET (I & II Page 5)**	36	$

District Code

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CALIFORNIA COMMUNITY COLLEGES
1238 "S" Street
Sacramento, California 95814

HANDICAPPED STUDENT PROGRAMS AND SERVICES
1980-81 APPLICATION FOR EXCESS COSTS

District Foothill-De Anza District - De Anza College Date: ___

HANDICAPPED STUDENT SERVICES

Student Data 1

Disability Unduplicated		Number of Students (Includes Severe)	
		Provided Full Services	Provided Limited Services
I. Physical (A+B+C)	1		
A. Mobility	2		
B. Visual	3		
C. Other Health	4		
	5		
II. Communications (A+B)	5		
A. Hearing	6		
B. Speech	7		
III. Learning Disabled (A+B)	8		
A. Average	9		
B. Limited	10		
IV. TOTAL (I+II+III)	11		

Student Data 2

Severely Disabled		Number of Students (Included in Student Data 1)	
		Provided Full Services	Provided Limited Services
I. Physical (A+B+C)	12		
A. Mobility	13		
B. Visual	14		
C. Other Health	15		
II. Communications (A+B)	16		
A. Hearing	17		
B. Speech	18		
III. Learning Disabled (A+B)	19		
A. Average	20		
B. Limited	21		
IV. TOTAL (I+II+III)	22		

District Code

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Total Costs - Services

	Object of Expenditure Categories						TOTAL SERVICES COSTS
	1000	2000	3000	4000	5000	6000	
Special Facilities 1	0	0	0				
Special Education Material 2	0	0	0				
Special Education Assistance 3				0		0	
Mobility Assistance 4							
Transportation 5	0						
Program Developmental Services 6						0	
TOTAL SERVICES COSTS 7							

1000 -- Certificated salaries

2000 -- Classified salaries

3000 -- Benefits

4000 -- Books, supplies, equipment replacement

5000 -- Contracted services and other expenses

6000 -- Capital outlay

District Code			
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State Use Only			

TOTAL COSTS--INSTRUCTION (For all special classes)

	Object of Expenditure Categories						TOTAL INSTRUCT. COSTS
	1000	2000	3000	4000	5000	6000	
Special Facilities 12							
Special Education Material 13							
Special Education Assistance 14							
Mobility Assistance 15							
Transportation 16							
Program Developmental Services 17							
TOTAL INSTRUCT. COSTS 18							

ADA (Special classes only)

Summary of Total ADA (Itemized on Worksheet A)

Class Designation		Credit	Non-Credit
I. Physical (A+B+C)	1		
A. Mobility	2		
B. Visual	3		
C. Other Health	4		
II. Communications(A+B)	5		
A. Hearing	6		
B. Speech	7		
III. Learning Disabled(A+B)	8		
A. Average	9		
B. Limited	10		
IV. TOTAL	11		

District Code

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State Use Only

Program Income (excluding Handicapped Student Programs & Services requested allocation and district/college effort)

Income Source		Amount
VEA Projected	1	
State Grant Projected	2	
Federal Grant Projected	3	
Local Grant Projected	4	
Other (specify) Projected	5	
TOTAL (enter here and on line 3, page 5)	6	

Other (itemize):

_____ $ _____

_____ $ _____

_____ $ _____

_____ $ _____

_____ $ _____

_____ $ _____

_____ $ _____

Total $ _____ (to be entered on line 5 above)

District/College Effort -- Special Class ADA x College/District Effort

7. _____ ADA (from Worksheet A) X $_____ College effort per unit of ADA* = $_____ Total District/College Effort (enter here and line 4, page 5)

*It is recommended that districts use their AB 8 1979-80 fiscal year revenue, less applicable capital outlay and lease agreement assistance per unit of ADA less an appropriate indirect rate. Please submit documentation for indirect rate utilized.

District Code

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DIRECT EXCESS COSTS SUMMARY

I. Total Cost -- Services (from page 2, line 7) 1$ _____

II. Total Cost -- Instruction (from page 3, line 18) 2$ _____

III. Program Income (from p. 4 line 6) 3$ _____

IV. District/College Effort (from page 4, line 7 or II above, whichever is less) 4$ _____

V. Total Direct Excess Costs (I+II-III-IV) 5$ _____

	Object of Expenditure Categories						TOTAL DIRECT EXCESS COSTS
	1000	2000	3000	4000	5000	6000	
Special Facilities 6	0	0	0				
Special Education Material 7	0	0	0				
Special Education Assistance 8				0		0	
Mobility Assistance 9							
Transportation 10	0						
Program Developmental Services 11						0	
TOTAL DIRECT EXCESS COSTS 12							

I certify that the information provided on this form is in accordance with Education Code Section 84850 and California Administrative Code, Title 5, and the Expenditure Guidelines included in the Instruction portion of this form.

District Business Manager

Date

Program Administrator

Date

Superintendent/President

Date

CCS-SS-2 (Revised 1/80)

District Code

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UNIVERSITY OF CALIFORNIA
ERIC CLEARINGHOUSE FOR
JUNIOR COLLEGES
96 POWELL LIBRARY BUILDING
LOS ANGELES, CALIFORNIA 90024

MAY 8 1981

TOTAL PROGRAM LINE ITEM BUDGET

I.	**Certificated Salaries**		
A.	Classroom Teacher Contract	1	$
B.	Classroom Teacher Hourly	2	
C.	Non-Classroom Contract	3	
D.	Non-Classroom Hourly	4	
E.	Other (specify)_____	5	
F.	Other (specify)_____	6	
	Total Certificated Salaries	7	$
II.	**Classified Salaries**		
A.	Classified Contract	8	$
B.	Classified Hourly	9	
C.	Instructional Aides	10	
D.	Other (specify)_____	11	
E.	Other (specify)_____	12	
F.	Other (specify)_____	13	
	Total Classified Salaries	14	$
III.	**Employee Benefits**	15	$
IV.	**Books, Supplies, and Equipment Replacement**		
A.	Books	16	$
B.	Supplies	17	
C.	Equipment Replacement	18	
	Total Books, Etc. Replacement	19	$
V.	**Other Operating Expenses**		
A.	Transportation Contracts	20	$
B.	Consultants	21	
C.	Telephone	22	
D.	Equipment Repair	23	
E.	Mileage	24	
F.	Conference & Travel	25	
G.	Other (specify)_____	26	
H.	Other (specify)_____	27	
I.	Other (specify)_____	28	
J.	Other (specify)_____	29	
	Total Other Operating Expenses	30	$
VI.	**Capital Outlay**		
A.	Equipment	31	$
B.	Building Modification	32	
C.	Other (specify)_____	33	
D.	Other (specify)_____	34	
	Total Capital Outlay	35	$
VII.	**TOTAL BUDGET (I & II Page 5)**	36	$